National-Louis University

**Curriculum & Instruction**

**RLS 512: Administration and Advocacy of School Libraries**

**Spring 2010 - Skokie Campus**

**Tuesday 4:30 – 7:20 pm Room 475**

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North Shore Campus

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**National-Louis University Mission Statement:**

The mission of National-Louis University is to develop highly competent and humane individuals to serve and lead in an increasingly diverse and global society. Central to this mission is a commitment to life-long and active engagement in learning.

**National College of Education Mission Statement:**

For over one hundred and twelve years the National College of Education has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners. (ww.nl.edu)

NCE students will develop the disposition, knowledge and skills to:

understand the contextual nature of learning,

help students construct their own knowledge,

integrate theory and practice,

reflect on and critique their knowledge, practice, school and society,

engage in inquiry,

collaborate with students, teachers, administrators, parents, policy makers, and the

community at large.

(2006-2007 Undergraduate and Graduate Catalog, p. 237)

**Catalog Description:**

Application of management principles to the functions of the school library media center as they relate to the center’s integrated role in the teaching/learning process. Areas addressed will include budget, program design, communication, public relations, curriculum planning and evaluation of media services. Advocacy for school library media programs based on national research of student achievement will be emphasized.

**Learning Objectives:**

Based on the national standards for school librarians outlined in *Information Power: Building Partnerships for Learning* students will:

* Examine libraries, information science, and the role of information in society as a context for school library media programs;
* Explore the history, purpose, function, and structure of school library media programs and consider the impact of current educational reform movements on these programs;
* Articulate a personal vision of a quality school library media program;
* Articulate a personal philosophy of school librarianship;
* Examine the multiple leadership roles of the school library media specialist within the school learning community;
* Develop a disposition toward educator collaboration within the school learning community;
* Integrate information literacy standards across the curriculum; and
* Develop habits of networking with school librarians through involvement in professional associations at the regional, state, national, and international levels.

**Special Needs:**

National-Louis University is committed to ensuring that its facilities and programs are accessible to all persons. Students requiring learning assistance or accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act are to contact the Department of Diversity, Access & Equity at (847) 947-5275 or via email to [Erin.Haulotte@nl.edu](mailto:Erin.Haulotte@nl.edu). If you have previously coordinated services with the DAE Office, please provide your Letter of Accommodation to the instructor as soon as possible, but no later than the second class session

**Required Texts:**

American Association of School Librarians/Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning.* Chicago: ALA Editions.

Donham, J. (2008). *Enhancing teaching and learning: A leadership guide for school library media specialists, 2nd Ed, revised.* New York: Neal-Schuman.

Illinois School Library Media Association. (2005). *Linking for Learning: The Illinois school library media program guidelines, 2nd ed.* Canton, IL: ISLMA ([www.islma.org](http://www.islma.org)).

Lance, K. C., Rodney, M. & Hamilton-Pennell, K. (2005). *Powerful libraries make powerful learners: The Illinois study executive summary.* Canton, IL: ISLMA (<http://www.islma.org/pdf/ILStudy2.pdf>)

Scholastic. (2008). *School Libraries Work.* Accessed online 3/26/10 at www2.scholastic.com/content/collateral\_resources/pdf/s/slw3\_2008.pdf

**Required Standards:**American Association of School Librarians Standards for the 21st Century Learner http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

Illinois State Board of Education Library Information Specialist Content Area Standarrds  
 http://www.isbe.net/profprep/CASCDvr/pdfs/27450\_libraryinfo.pdf

National Board for Professional Teaching Standards for Library Media

http://www.nbpts.org/for\_candidates/certificate\_areas1?ID=19&x=38&y=10  
National Educational Technology Standards   
 … for students (2007): http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\_for\_Students\_2007.htm  
 … for teachers (2008): http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\_for\_Teachers\_2008.htm  
 … for administrators (2009): http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS\_for\_Administrators\_2009.htm

**Assignments and Course Requirements:**

**Readers’ Advisory Book talk: 5 points – to be scheduled**

Because librarians are models of life-long learning, students will share their non-professional reading by scheduling a 5 minute book talk session. The purpose of the book talk is to recommend reading matter of contemporary interest to adult readers. Book may be fiction or nonfiction and must be available for purchase or through libraries. What are you reading? What do you suggest we read next?

**Action Plan 10 points – due May 18**

We will examine *Linking for Learning’s* rubrics for evaluating the ISLMA school library essential program components, in class, on April 27. Based on your current school library situation (or a school library with which you are familiar), choose one rubric item from one of the three areas: Learning & Teaching, Information Access and Program Administration. Outline an action plan for this component, in order to move your program from the Basic level to Proficient or from Proficient to Exemplary. In other words, identify a goal and the steps you will take achieve it.

**Censorship Letter 15 points – due May 25**

Imagine that you have received a challenge or complaint from a parent about an item in your library. Write a one page letter responding to the parent’s complaint. You should address the ALA’s intellectual freedom policies and your school’s collection development policy. If you are not currently at a school or if your school does not have a collection development policy, you may utilize the Chicago Public Schools Department of Libraries’ Collection Development Policy found at <http://policy.cps.k12.il.us/documents/604.7.pdf>

**Resource Sharing: 20 points - to be scheduled** At the beginning of the course you will have the opportunity to select a chapter from *Enhancing Teaching and Learning* to explore in more depth. For this assignment, you will select and read one of the articles cited in your chapter. During the week your chapter is assigned for reading, you will be asked to share what you learned with the class. And because lifelong learners keep up with new technologies, you will share your article through one of the Web 2.0 tools suggested by Joyce Valenza in the article, *A Few New Things*OR one of the Top 25 Websites for Teaching and Learning identified by AASL at www.ala.org/aasl/bestlist.

# Grant Narrative: 20 points – due June 2

During the April 27th and May 4th class sessions we will be discussing budgeting and grants. Research and select one grant that would benefit your school library, get approval from the instructor and then write the narrative portion for the grant you have selected. Make sure to address all of the aspects as specified by the administrator of the grant in your narrative. Make it real!

**Advocacy Proposal/Presentation 25 points – to be scheduled**

Develop a formal proposal for a new program or a change to an existing library program at your school. Your proposal will include a written proposal and a mock presentation to your school’s PTA, school board, or principal. The presentation of your proposal should be short (no more than 10 minutes), engaging, and informative. The written proposal will include the following sections:

1. Resolution (what you would like to do)
2. Background/Context and Description of your library
3. Statement of Problem or Need
4. Statement of Solution
5. Description of proposed change
6. Issues or Concerns
7. Budget
8. Timeline
9. Bibliography

**Learning Community Participation: 5 points**

This course is taught with the understanding that for adult learners “learning is an active process that occurs over time; learning is driven by the learner around meaningful issues; learning is experimental by nature; and learning is fueled by rich, diverse, accessible sources of information.” (Educators as Learners, ASCD, 2000).

Students are expected to attend each class, be punctual, and produce work of professional quality (including citations in APA format, when appropriate); all work submitted must be word-processed. If you know you will be absent, please email the instructor in advance. If you are absent more than once, you will be asked to submit an additional assignment. If you are absent more than twice, you may have to repeat the course to earn credit.

**Course Calendar**

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| **1. April 6, 2009** | **Topics**  Introductions  Pick presentation dates for Booktalks and Advocacy Presentations  Select Chapters for Resource Sharing  Lab: Overview of NLU Library Resources, Cultural Images of Librarians, Did You Know 3.0? |
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| **Read for next class:**  *Linking for Learning pp. 9-11, 13-26*  Also, each student will read ONE of the following for next week's discussion:  *This Man Wants to Change Your Job* by Michael Eisenberg Julia  *How Mr. Dewey Decimal Changed My Life* by Barbara Kingsolver (handout) Gary  *Libraries Seeking Updated Role as Learning Center* by Kathleen K. Manzo Mallory *In the Digital Age, Librarians are Pioneers* by Judy Bolton-Fasman Monique  *Impact as a 21st Century Library Media Specialist* by Peggy M. Creighton Leane  *The Invisible School Librarian* by Gary Hartzell Surella *Surviving in the Information Age* by Ruth Small Nancy  *What Flavor is Your Library?* by David Loertscher Esther  *Every Day Problem-Solving* by Doug Johnson Ivy  *Linking for Learning* *pp.* 69-75 Crista  **Bring for next week:**  AASL Standards for the 21st Century Learner  National Board for the Professional Teaching Standards for Library Media (1 page overview)  National Educational Technology Standards (NETS) for Students, for Teachers, for Administrators | |
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| **2. April 13, 2009** | **Topics**  School Libraries: Past, Present, and Future  Standards: NBPTS, NETS, AASL Web 2.0 Overview  Guest: Katie Kirsch, Lake Bluff Middle School Model book talk, resource sharing |
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| **Read for next Class:**  *Linking for Learning pp. 41-47, 57-60*  *Enhancing Teaching and Learning Ch. 3*  *Is Your School Library Media Specialist Highly Qualified?* by Allison Kaplan  *The Power of Audience: Effective Communication with your Principal* by Gary Hartzell  **Bring for next week:**  *Some Assembly Required* by: Gail Bush  *Illinois Study Executive Summary* by Lance, Rodney & Hamilton-Pennell.  *School Libraries Work* by Scholastic | |
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| **3. April 20, 2009** | **Topics**  Research: Learning in Libraries **Program Administration I**  Staffing, Administrative Reports, & Procedures  ETL Resource sharing (Chapter 3)  Booktalks: Julia & Monique |
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| **Read for next class:**  *Linking for Learning* pp. 27-40, 53-54  *Enhancing Teaching and Learning* Ch. 13  *Budgeting as Easy as 1-2-3* by Gail Dickinson  **Bring for next class:**  *Linking for Learning* | |

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| **4. April 27, 2009** | **Topics**  **Program Administration II**  Funding, Budgets and Grants, Planning and Assessment  Linking for learning rubrics -where are you now?  ETL Resource sharing (Chapter 13 - Gary)  Book talk: Esther & Mallory | |
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| **Read for next class:**  *Enhancing Teaching and Learning* Ch. 4 & 5 | | |
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| **5. May 4, 2009** | **Topics**  **Program Administration III**  Staff development: Databases (TeachingBooks.net), Professional   Growth, Communication  Distribute & Review Grant Narrative Assignment  Guest: Ashley Jarc, 2010 Laura Bush grant reviewer  ETL Resource sharing (Chapter 4, Chapter 5 - Surella)  Book talks: Leana & Ivy | |
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| **Read for next class:**  *Linking for Learning* pp. 55-56  *Enhancing Teaching and Learning* Ch. 7  *Safe Haven* by Gail Bush & rebuttal (handout)  **Bring for next class:**  A favorite children's book to share. How might we use this book to engage kids with books? | | |

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| **6. May 11, 2009** | **Topics**  **Information Access & Delivery I**  Facility, including Climate & Engagement, Scheduling, and Resources  Share children's books and engaging reader response ideas  ETL Resource Sharing (Chapter 7 - Leana) Book talks: Crista & Surella |
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| **Read for next class**  *Enhancing Teaching and Learning* Ch. 8  *Places I Never Meant to Be: A Personal View* by Judy Blume  *A Dirty Little Secret* by Debra Lau Whelan | |

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| **7. May 18, 2009** | **Topics**  **Information Access & Delivery II**  Intellectual Freedom, Censorship, Copyright.  Review and distribute Censorship Letter Assignment  ETL Resource Sharing (Chapter 8 - Julia)  Book talks: Nancy & Gary | |
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| **Read for next class**  *Enhancing Teaching and Learning* Ch. 2, Ch. 6 & Ch. 11 *Tactics for Building Influence with Teachers* by Gary Hartzell  *Why Isn't Information Literacy Catching On?* By Debra Lau Whelan | | |
| **Assignment Due:** Action Plan | |  |

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| **8. May 25, 2009** | **Topics**  **Teaching & Learning I**  Information Literacy, Collaboration, Curriculum  ETL Resource Sharing   (Chapters 2 - Esther, Chapter 6 - Mallory, Chapter 11) |
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| **Read for next class:**  *Enhancing Teaching and Learning* Ch. 9 & Ch. 12  *Differentiated Instruction* by Gail Bush (handout)  **Bring for next class:**  A favorite curriculum-related website to share | |

**Assignment Due:** Censorship Letter

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| **9. June 1, 2009** | **Topics**  **Teaching & Learning II**  Diverse Learning, Inquiry, Assessment  Share Curriculum-related websites  ETL Resource Sharing (Chapter 9 - Crista & Chapter 12)  Presentations  #1 Leana  #2 Mallory  #3 Gary  #4 Julia  #5 Monique | |
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| **Read for next Class**  *Enhancing Teaching and Learning* Ch. 10  *What Flavor is Your School Library?* by David Loertscher, | | |
| **Assignment Due:** Grant Narrative | |  |

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| **10. June 8, 2009** | **Topics**  ETL Resource Sharing (Chapter 10 - Nancy)   Presentations  #6 Esther  #7 Surella  #8 Nancy  #9 Crista  #10 Ivy Vision & Philosophy  Silent conversation: personal beliefs, reflection  A Librarian's 2.0 Manifesto | |
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| **Have a great summer!** | |  |

The analysis and synthesis of ideas from a variety of sources is anticipated in class discussions, and all written and oral contributions. Creativity and an understanding of the body of knowledge covered in this course are encouraged in applying a problem-solving approach.

## Understanding Performances

Readers’ Advisory Book talk 5%

Action Plan 10%  
 Censorship Letter 15%

Resource Sharing 20%  
 Grant Narrative 20%

Advocacy Proposal/Presentation 25%

Learning Community Participation 5%

Grades will be based on the following scale:

A = 100 to 95 B- = 79 to 75

A- = 94 to 90 C+ = 74 to 70

B+ = 89 to 85 C = 69 to 65

B = 84 to 80 C- = 64 and below

## Grading Guidelines\*

Grade Definition

A **Outstanding achievement.** Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations; nearly flawless work.

1. **Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ **Good solid work.** Student performance demonstrates strong comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B **Satisfactory acceptable work.** Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.

1. **Marginal work.** Student performance demonstrates incomplete, substandard understanding of course materials, or absence of required work indicates danger of falling below acceptable grading standard.

C+ **Unsatisfactory work.** Student performance demonstrates unsatisfactory understanding of course materials and inability to meet course requirements.

C **Unacceptable work.** Student performance demonstrates incomplete and inadequate understanding of course materials.

\*Please be aware that your official NLU grade will not show + or - letter grades but we hope that by giving you this information, you will better understand your performance within the grading continuum.

**NLU Academic Honesty Policy:**

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

Faculty has the right to analyze and evaluate students’ course work. Students may be asked to submit their papers electronically to a third party plagiarism detection service. Students who are asked to submit their papers and refuse must provide proof for every cited work comprising the cover page and first cited page for each source listed in the bibliography. When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure. See Policy on Academic Honesty in the University Catalog and Student Guidebook.

For resources on how to cite properly and avoid plagiarism, go to NLU’s Center for Academic Development (<http://www.nl.edu/centers/cad/>) and the NLU Library (<http://www.nl.edu/library/>).

**Additional Resources:**

American Association of School Librarians. Accessed 3/26/10 at [www.ala.org/aasl](http://www.ala.org/aasl)  
 *Top 25 websites for teaching and learning.* Accessed 3/26/10 at http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/bestlist/bestwebsitestop25.cfm

American Association of School Librarians. (1999). *A Planning Guide for Information Power: Building Partnerships for Learning.* Chicago: American Library Association.

American Library Association. Accessed 3/26/10 at [www.ala.org](http://www.ala.org).

Block, Marylaine. *Librarians:The party people.* Accessed 3/26/10 at <http://marylaine.com/party.html>

Bolton-Fasman, J. (2010). In the digital age, librarians are pioneers*. Boston Globe*. Accessed 3/26/10 at

http://www.boston.com/ae/books/articles/2010/02/10/in\_the\_digital\_age\_librarians\_are\_pioneers/

Broadway, M. D. *ABCs of booktalking.* Accessed online 3/26/10 at http://www.oism.cps.k12.il.us/pdf/inservice/The%20ABCs%20of%20Booktalking.pdf

Bush, G. (2006). Differentiated instruction. *School Library Media Activities Monthly. 23(3),* 43-45.

Bush, G. (2005). *Every Student Reads: Collaboration and Reading to Learn.* Chicago:American Association of School Librarians, American Library Association.  
  
Bush, G. (2005). Library Q&A. *American School Board Journal*, *192*(6), 24-26. Retrieved from Education Research Complete database.

Bush, Gail. *Some Assembly Required.* Accessed 3/26/10 at http://www.ala.org/ala/aasl/aaslpubsandjournals/aaslbooksandprod/principalsmanual.pdf

Center for Digital Literacy at Syracuse University. *S.O.S. for Information Literacy*. Accessed 3/26/10 at http://www.informationliteracy.org/.

Chicago Public Schools. (2006). *New Collection Development Policy for School Libraries.* Accessed 3/26/10 at http://policy.cps.k12.il.us/documents/604.7.pdf  
  
Cohen, L. (2006). A librarian's manifesto*. YouTube*. Accessed 3/26/10 at http://www.youtube.com/watch?v=ZblrRs3fkSU  
  
Creighton, P. (2008). Impact as a 21st-century library media specialist. *School Library Media Activities Monthly*, *24*(7), 40-43. Retrieved from Education Research Complete database.

Dickinson, G. (2004). BUDGETING as easy as 1-2-3. *Library Media Connection*, *22*(6), 14-17. Retrieved from Professional Development Collection database.

*Do We Really Know Dewey*? Accessed 3/26/10 at <http://library.thinkquest.org/5002/>.

Eisenberg, Michael. (9/01/02). This man wants to change your job*. School Library Journal.* Accessed 3/26/10 at http://www.schoollibraryjournal.com/index.asp?layout=article&articleid=CA240047

Fisch, K, Mcleod, S, Bronman, J. (2010). *Did You Know 3.0?* YouTube. Accessed 3/26/10 at http://www.youtube.com/watch?v=lUMf7FWGdCw

Follett Library Services. *Titlewave*. Accessed 3/26/10 at [www.titlewave.com](http://www.titlewave.com)  
  
Hardy, L. (2010). The Future of Libraries. *American School Board Journal*, *197*(1), 22-26. Retrieved from Education Research Complete database.

Hartzell, G. (2003). *Building Influence for the School Librarian: Tenets, Targets and Tactics.* 2nd. Edition. Worthington, OH: Linworth Publishing.  
  
Hartzell, G. (1997). The Invisible school librarian: why other educators are blind to your value. *School Library Journal*, *43*(11), 24-29. Retrieved from ERIC database.  
  
Hartzell, G. (2003). The power of audience: effective communication with your principal. *Library Media Connection*, *22*(2), 20. Retrieved from Education Research Complete database.  
  
Hartzell, G. (2008). Tactics for building influence with teachers. *Library Media Connection*, *27*(1), 44. Retrieved from Education Research Complete database.

Illinois School Library Media Association. Accessed 3/26/10 at [www.islma.org](http://www.islma.org).

Illinois State Board of Education. *Illinois Certification Testing System* *Study Guide: Library Information Specialist (175).* Accessed 3/26/10 at http://www.icts.nesinc.com/PDFs/IL\_field175\_SG.pdf

*Image of Libraries in Popular Culture.* Accessed 3/26/10 at http://besser.tsoa.nyu.edu/impact/f01/Focus/Image/index.htm  
  
Johnson, D. (2002). *Every day problem-solving.* Accessed 4/7/10 at http://www.doug-johnson.com/dougwri/every-day-problem-solving.html

Kaplan, A. (2007). Is your school librarian 'highly qualified'?. *Phi Delta Kappan*, *89*(4), 300-303. Retrieved from Education Research Complete database.

Librarian Dress Up. Accessed 4/5/10 at http://librariandressup.com/dressup/index.html

Loertscher, D. (2006). What flavor is your school library? The teacher-librarian as learning leader. *Teacher Librarian*, *34*(2), 8-12. Retrieved from Education Research Complete database.

Manzo, Kathleen Kennedy. (4/23/97). Libraries Seeking Updated Role as Learning Center. *Education Week*. Accessed 3/26/10 at http://www.edweek.org/ew/articles/1997/04/23/30libe.h16.html?tkn=PNWFvXxm7NnLEisbedB5vAmADVtwIXFSQq7m&print=1

National Board for Professional Teaching Standards. Accessed 3/26/10 at [www.nbpts.org](http://www.nbpts.org).

Reading Rockets. 12 Ways Libraries are Good for the Country.Accessed 3/26/10 at <http://www.readingrockets.org/articles/135>.

Rosenfeld, E. and D. Loertscher, eds. (2007). *Toward a 21st century school library media program.* Lanham, MD: Scarecrow Press.

Rubistar for Teachers. Accessed 4/5/10 at http://rubistar.4teachers.org/index.php?screen=NewRubric

Simpson, Carol. (2005). *Copyright for schools.* Worthington, OH: Linworth Publishing.

Small, Ruth V. (Winter, 2008). Surviving in the Information Age. *Threshold.* Available from Cable in the Classroom, accessed 3/26/10 at http://www.ciconline.org/home, then search for the title of the article (be sure to enclose the title in quotation marks!)  
  
Valenza, J. (2008). A few new things. *Library Media Connection*, *26*(7), 10-13. Retrieved from Education Research Complete database.  
  
Whelan, D. (2009). A Dirty Little Secret. (cover story). *School Library Journal*, *55*(2), 26-30. Retrieved from Professional Development Collection database.

Whelan, D. (2003). Why Isn't Information Literacy Catching On?. *School Library Journal*, *49*(9), 50. Retrieved from MAS Ultra - School Edition database

Whiting, Jerry. (2002) *Cultural Images of Librarians*. Accessed 3/26/10 at http://www.tk421.net/essays/nwyt.pdf